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ABSTRACT

In response to the conflicting needs of English as a Second Language (ESL) students in English Basic Skills (EBS) courses at Bergen Community College, a project has been proposed to provide a more comprehensive program. The plan of operation is divided into five components: (1) identification, testing, and placement; (2) orientation and dissemination of information; (3) supplemental instructional support; (4) course development and customization, including the use of the Internet; and (5) tracking student progress and measuring the satisfaction of project objectives. A faculty member would identify crossover students, or ESL students who have attended American high schools and are placed in EBS courses but still present ESL-type problems. The testing process will be revised to include the Levels of English Proficiency Test, which will help discriminate between Basic Skills and ESL placement. Written information will be translated into target languages, with an orientation program designed to introduce the ESL program to language minority students. Language skills assessment, a customized study plan, and tutoring are also integral aspects of the project. Finally, the curriculum would be evaluated and adjusted, and student success would be tracked to ascertain whether objectives have been met. (YKH)

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LANGUAGE MINORITY CROSSOVER STUDENTS: A PROGRAM TO ADDRESS A NEW CHALLENGE AT BERGEN COMMUNITY COLLEGE

Princeton Mid-Career Fellowship

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Bergen Community College
May 1, 1998

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SUMMARY

This project has been prepared in part in response to observations made by English Basic Skills faculty concerning the growing number of apparent E.S.L. students enrolled in English Basic Skills (EBS) courses. Historically, there have always been some E.S.L. students in EBS courses; however, the faculty have observed that the number of students with E.S.L.-type problems and the extent of their language interference problems in reading and writing have dramatically increased. For the most part, these students have attended high school in the U.S.; thus, their listening and speaking skills are often stronger than writing and reading abilities. Since EBS classes are not designed for a language minority population because the majority of the students in these courses are Americans, the faculty are faced with new challenges in terms of curriculum, instructional strategies, and assessment of progress. In addition, placing the student in the American Language Program (as the E.S.L. Department is called at Bergen Community College) is not recommended because students are restricted to English language courses while in the program. The areas in which these students need improvement and instruction often differ quite extensively from those of the native speaker of English.

The project proposes to provide a comprehensive program to address this challenge. The Plan of Operation is divided into five components: 1) identification, testing, and placement; 2) orientation and dissemination of information; 3)The English Language Resource Center (ELRC): supplemental instructional support; 4) course development and customization, including the use of the Internet; and 5) tracking student progress; measuring the satisfaction of project objectives.

Identification, testing, and placement of the language minority crossover student is a key element in the process. Crossover students, that is, those E.S.L. students who have attended American high schools, are placed in EBS courses, but still present E.S.L.-type problems, will be identified through the inclusion of an ALP faculty member in the reading of the essays on the New Jersey Basic Skills Test. Since part of the current problem may have to do with inappropriate placement tools used at the College, particularly for students who took E.S.L. in American high schools, this aspect will be studied, and alternative testing strategies will be analyzed. The testing process will be retooled with the inclusion of the Levels of English Proficiency Test (LOEP) to discriminate the difference between Basic Skills and E.S.L. placement. The second component, orientation and dissemination of information, is based on the translation of the ALP brochure, an introduction to testing and placement procedures, and a counseling sheet into the target languages of the language minority population. An orientation program will be designed to introduce the ALP to language minority students; the program will be videotaped, recorded, and made available at the B.C.C. library and at area high schools and libraries. A computer-based version of the orientation will also be prepared and offered at the College's website. The ELRC, established through the Vocational Educational Grant (Perkins), and now operating through College funding, will be used for the third segment of the project, with a language skills assessment and the stipulation of a customized study plan prepared by an ALP faculty member, the involvement of professional tutors to monitor student progress, and peer tutors to provide language enrichment. In the fourth component of the project, faculty will analyze the curriculum in the EBS courses taken by the language minority crossover students, introduce new learning modules, and utilize the Internet for curriculum enrichment. The last segment involves tracking student success and ascertaining that objectives have been met.

1. The American Language Program and the English Basic Skills Programs at Bergen Community College

1.1 Background: American Language Program and English Basic Skills Program

The American Language Program at Bergen Community College was instituted in 1977 and was divided into three levels. In 1991, another level was added to serve the needs of a new student population with little or no previous English language training. From an original base of 100 students in the late 1970's and early 1980's, the program has grown tenfold, with the current student population in ALP courses more than 1000. The English Basic Skills Program enrolls approximately 2000 students per semester (100 sections, twenty students per section) and is divided into two pre-academic sequences, and additional instructional units to be taken in conjunction with Composition I. Thus, 3085 of the 12,100 students enrolled at Bergen Community College are receiving pre-academic English instruction.

The American Language Program is composed of nineteen full time faculty members. Fourteen are tenured, three are on tenure-tracks, and two hold lecturships. The discipline employs fifty-five adjuncts per semester. The English Basic Skills faculty is composed of ten tenured faculty members, five lecturers and twenty-five adjuncts.

1.2 Student Demographics: ALP

The students registered in American Language courses come from thirty-seven different countries and reflect the demographics of Bergen County. This population has changed a great deal in the two-decade history of the program. The students were predominantly Hispanic and Middle Eastern in the first decade, especially Iranians. In the latter part of the 1980's the program witnessed an influx of Japanese students, primarily women, with a continuation of strong enrollment by South and Central Americans (Colombia, Venezuela, Guatemala, El Salvador, Costa Rica). Additional groups with strong representation in this period were Vietnamese and Afghanis. The 1990's have seen the predominance of three groups: Koreans, who comprise more than 30% of the current enrollment, eastern Europeans, principally from Poland, Russia, and the former Soviet Republics, and students from India. The number of Chinese students has also risen dramatically in recent years.

In respect to placement, there has been a gradual but constant shift towards the lower levels. Whereas in 1993, 78% of the students placed in Levels II and III, in recent years a significant number of students have been placed at Foundations and Level I (53% of those tested in Fall 1997).

In terms of total enrollment, the Program has more than doubled its enrollment in the last decade, from 452 in 1988 to 1085 in Fall 1997. Statistics for Spring 1998 have indicated a shift away from afternoon and evening classes towards a predominance in early and mid-morning.

1.3 Placement Testing: ALP

Students seeking to enroll in the American Language Program for the first time take the CELT Examination together with the Flopi (a test devised by Bergen's ALP faculty to differentiate between Level I and Foundations, a distinction which the CELT is not designed to make). A writing sample is evaluated and substantiated by the results on the objective structure

part of the examination, with placement according to the following scheme: 0 - 30: Foundations; 31 - 40: Level 1; 41 - 60: Level 2; 61 - 80: Level 3; Above 80: Composition I (waived from all American Language courses).

If a student has taken the TOEFL examination, these results are evaluated for placement: with a score of 550 or above a student is exempt from the program and is placed directly into Composition I. Students with scores of 500 - 549 are placed in Level III. Students scoring below 500 on the TOEFL test must take the CELT test for placement. In addition, if a student has attended another college and taken E.S.L. courses, the transcript in evaluated and placed appropriately. The levels studied by students wishing to transfer from the Adult Learning Center of Bergen Community College to the American Language Program are also used for placement.

Students who have been in the United States for more than eight years or who have attended three or more years of American high school take the New Jersey Basic Skills Test.

1.4 Placement Testing: English Basic Skills

Entry into the English Basic Skills program is determined by a student's Total English score on the New Jersey College Basic Skills Placement Test (NJCBSPT). Total English is a scaled score combining test elements in reading comprehension, sentence sense, and essay writing. Entry level placement may be challenged through a Challenge Test procedure. Students are placed in an English Basic Skills program or directly into Composition I upon the following score categories:

135 - 155:	Developmental Skills I - II sequence
156 - 160	English Skills
161 - 164	Directed Studies in Writing as a co-requisite of Composition I
165 or above	Composition I

1.5 Levels and Courses Offered: ALP

The American Language Program is divided into four levels: Foundations, Level I, Level II, and Level III. The Foundations Level was instituted in 1991 to fill a need at the lowest level. The growing number of true beginners (those with no formal English language training prior to enrollment) presented a challenge that was addressed by expanding the ALP to include basic language training. The introduction and expansion of the Foundation Level (the addition of Grammar Part B in 1995) necessitated the revision and upgrade of the syllabi in all courses at Levels I, II, and III. The course revisions were completed in 1996.

At each level in the Program, students must complete five courses for fifteen credits, taken either full or part-time: Reading, Writing, Grammar Part A, Grammar Part B, and Speaking and Listening. Thus, a student placed in the Foundations Level of the American Language Program would take four fifteen-credit semesters before gaining eligibility to take college-level courses.

Waivers of courses are possible, but rare. In Speech, students are retested with the listening segment of the CELT examination and may be moved up a level if there proficiency so merits. Students enrolled in Reading, Writing, and Grammar courses may be recommended for re-placement by their instructors. However, the process must be completed by the end of the

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drop/add period in registration (usually before the tenth day of the semester). In the academic year 1997 - 1998 only six students were moved up in Reading, Writing, and Grammar courses. There is no specific retest for re-placement, and the process must be initiated by the student's instructor.

1.6 Levels and Courses Offered: English Basic Skills

The English Basic Skills Program is composed of the following instructional units: Developmental Skills I - II sequence, English Skills, Directed Studies in Writing, and Directed Studies in Academic Skills. *Developmental Skills I* is a one-semester, 5 non-degree credit reading/writing course containing a 3-hour instructional unit (WR014) and a 2-hour practicum (WR015). *Developmental Skills II* is a one-semester, 5 non-degree credit reading/writing course containing a 3-hour instructional unit (WR016) and a 2-hour practicum (WR017). Developmental Skills I and II are sequential courses. *English Skills* is a one-semester, 5 non-degree credit reading/writing course containing a 3-hour instructional unit (WR023) and a 2-hour practicum (WR024). *Directed Studies in Writing* is a one-semester 1 non-degree credit course which supplements primary instruction in English Composition I, and is taken as a co-requisite in the same semester. *Directed Studies in Academic Skills* is a one-semester 3 non-degree credit course which reinforces reading, writing, and study skills. This course is restricted to students in the AIMS program.

1.7 Computer Assisted Instruction

The American Language Program has one computer laboratory designated for instruction (S-360), with twenty-five workstations which run several grammar, reading, and writing software programs. The lab is in use five days per week from 8:20 a.m. until 4:10 p.m. and from 6:00 to 9:00 p.m. Students in Grammar A and B at all levels use *Grammar Mastery*, a program written by American Language Academy (A.L.A.). Approval has been given to purchase and install the *Grammar Mastery* multimedia edition (with voice recognition and recording and listening activities), and the *Focus on Grammar* multimedia edition. These programs will be installed in July 1998. In addition, students have access to the traditional *Grammar Mastery* program in a free-time laboratory (S-354), open to students from 9:00 a.m. to 9:30 p.m. weekdays and 9:00 a.m. to 2:00 p.m. on Saturday.

1.8 The English Language Resource Center (ELRC)

As part of a three-year Federal Vocational-Educational Grant received by the College in 1994, the English Language Resource Center was established. The ELRC is a center of tutoring, conversation groups, reading and writing activities, test preparation, and classes on study techniques. The Center employs twelve peer tutors paid by the College for a maximum of eighteen hours per week. In addition, the ELRC has become a fulcrum of cutting edge computer programs purchased through grant and matching funding. The College has made a strong commitment to the Center by hiring a full-time Supervisor in January 1997. The Center is in operation thirty-five hours per week. The use of the facilities of the ELRC is an important aspect of the proposed Project.

The current population using the services of the ELRC is composed primarily of students in pre-college non-degree credit English as a Second Language courses. However, students in A.A.S. programs, specifically Allied Health and Accounting, have been target populations in the past, and vocational education students continue to receive English language support.

1.9 Mission Statement

As part of the preparation of a mission statement for the College and its various divisions and departments and as a result of preliminary work performed for the Middle States Evaluation self-study of the specific discipline, the following mission statement was stipulated for the American Language Program:

"The mission of the American Language Program at Bergen Community College is to provide comprehensive English-as-second-language instruction to Bergen County residents with different language needs and skills and diverse academic backgrounds. The program seeks to improve the grammar, reading, writing, speaking, and listening skills of students in order to prepare them for college-credit courses and to help them function in the social and business world of the United States. The program serves its students by helping them achieve their immediate and long-term academic and career goals; by preparing them to benefit from and contribute to college classes, it also helps enrich these classes for American students. The program benefits the college community by helping both native and non-native students, and faculty as well, to better understand not only American history and society, but also the cultures of both the Western and non-Western societies represented by the students registered in courses in the American Language Program."

2. EXTENT OF NEED OF THE PROJECT

2.1 The Target Population

The target population is estimated at 150 - 175 students per year; thus, 300 - 350 students for the two-year term of the project.

This project has been prepared in part in response to observations made by English Basic Skills teaching faculty concerning the growing number of apparent ESL students enrolled in English Basic Skills courses. Historically, there have always been ESL students in English Basic Skills classes; however, the faculty have observed that the number of ESL students and the extent of their second language interference problems in reading and writing have dramatically increased. The increase in ESL students can be explained by the general increase in the non-English speaking population of Bergen County and specifically by increases in high school aged ESL students. The process by which students are admitted to the college, tested for reading/writing proficiencies, and placed in either the English Basic Skills program or the American Language Program has worked effectively in the past; however, these recent increases in ESL students in the English Basic Skills program suggest that this process should be reviewed and perhaps revised.

Placement in American Language courses is problematic because students are restricted to English language courses while enrolled in the program: they are not permitted to take college-level courses until they have passed the exit examination at the third level of the

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program. Similarly, placement in traditional English Basic Skills courses presents problems because the course was designed for native language speakers and not language minority students. Instructors are unprepared for the challenges presented by these new students, and the students are not receiving the customized instruction that they require.

In general, non-native speakers of English who have completed a minimum of three years in an American high school and graduated, or who have passed the GED examination in English, or who have resided in the United States for at least eight consecutive years are required to take the basic skills placement test (the NJLBSPT). In contrast, non-native speakers of English who have completed fewer than three years in an American high school even if they graduated, or who have passed the GED in a foreign language, or who have resided in the United States for fewer than eight consecutive years are required to take the Comprehensive English Language Test (CELT).

Those language minority students enrolling in English Basic Skills courses have generally been from the recent high school graduate category. Although they have completed at least three years in an American high school and graduated, their reading and writing skills indicate that perhaps they would be better served in the American Language Program as opposed to the Basic Skills program. However, experience with these students in American Language indicates that they are not achieving high levels of success. Thus, the project proposes to customize the English Basic Skills courses to better serve their needs.

The purpose of the first segment of the project is to identify those students who legitimately took the basic skills test but whose test results indicate that they might be in the language minority crossover category, to retest and replace these students using the LOEP test, to track the academic performance of these students in their reading/writing classes over two semesters, and to compare the performance of these students with those who were initially identified as probable ESL students but who did not elect to be retested and replaced with the CELT. These students will be provided with computer-assisted language enrichment, tutoring and mentoring, an extensive orientation program. Their progress will be tracked and monitored through communication with their professors.

Ultimately, the results of the this study will help to determine whether or not fundamental changes in our testing and placement rules are necessary or whether a formal secondary screening process is warranted to capture those students who have graduated from American high schools but who still display significant second language interference problems in reading and writing.

2.2 Analysis of Data From Fall 1997

A preliminary study was conducted by Michael Orlando, Associate Professor of English (who teaches in the Basic Skills Program and serves as its Coordinator) and Director of the Office of Testing, based on data collected from the Fall 1997 semester.

The students represented in this study were drawn from those matriculated students who applied for Fall 1997 admission and who initially took the Basic Skills Test between March 1997 and July 1997 inclusive. Approximately 1,500 students were tested during this period. Through the application process and the standard screening process that occurs at every test administration, it was determined that these 1,500 students were basic skills candidates given the selection rules described above.

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Once the basic skills test was administered, the essay portion was the first to be evaluated. The essay evaluators, many of whom have had experience with ESL instruction, were asked to flag any essay that showed ESL characteristics such as the misuse of verb tenses, incorrect formation of plural nouns, absence or misuse of articles and prepositions, irregular idiomatic expressions and vocabulary, and excessive instances of phonetic spelling. These essays were held aside until the remaining multiple choice portions of the test were scored.

If the Total English score on the placement test, which is a combination of the reading, sentence, and essay subscores, was a scaled score of 144 or below, generally equivalent to the bottom 5% of all test takers, the student was placed in the study group. By means of this process, 42 students were identified for this study. In addition to receiving their basic skills score report, each of the 42 students was sent a ticket for the CELT and a letter stating that further placement testing was indicated based upon their initial test scores. Finally, the students in the study were retested and the results of the CELT were entered into their student records.

2.3 Results of the Analysis

Of the 42 students in the study, 16 did not enroll for Fall 1997 and, therefore, were discounted. Ten students chose not to take advantage of the opportunity to retest with CELT and enrolled in WR014/015 which was their initial English placement. Finally, of the remaining 16 who retested with CELT, 5 chose not to enroll for F97 while 11 actually enrolled in the ALP placement level that resulted from their retest with the CELT.

The following list shows the initial Total English score from the basic skills test as well as the ALP placement level that resulted from retesting with CELT for the 11 students in the final phase of the study:

Basic Skills	CELT
142	2
143	3
140	3
141	2
140	1
136	1
140	2
139	1
137	2
135	0
135	1

In general, students whose Total English score was between 135 and 139 when retested with CELT placed in Level 0 or 1. In addition, students whose Total English score was above 140 when retested with CELT placed in Level 2 or 3.

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2.4 Subsequent Performance Analysis

At the conclusion of the Fall 1997 semester the academic performance of the 11 students who retested with CELT and who enrolled in the appropriate ALP Level will be compared to the academic performance of the 10 students who chose not to retest with the CELT but rather to enroll in WR014/015. If the failure rate of these 10 students significantly exceeds the course average, it may indicate that changes in the testing rules are necessary.

Although the number of students in the initial study is small, it may be sufficient to establish procedures for follow-up studies in subsequent test cycles. Data are being collected on students tested during the October 97 to January 98 cycle and will also be collected on students testing in future cycles. Once a sufficient number of students have been tracked, conclusions and recommendations will follow.

3. OBJECTIVES OF THE PROJECT

The following objectives have been stipulated for the project:

- To identify language minority crossover students through the Basic Skills Test essay
- To use other testing instruments, such as the LOEP, to achieve better placement of students
- To disseminate information on the American Language Program at Bergen Community College in the target language of the language minority crossover students, through translations of key material
- To provide a comprehensive orientation for the language minority students, focusing on their educational paths and objectives, and the services available to them.
- To hire an additional supervisory person at the English Language Resource Center to work closely with the target population, so that the hours of the Center are expanded from 35 to 53 hours per week.
- To train mentors to monitor the progress of the target population, ensure that the study plan devised by faculty is implemented and followed, and train peer tutors.
- To provide peer tutors who will work with the language minority crossover students to enrich their language skills and address challenges.
- To develop curriculum material in both the American Language Directed Studies courses (WR045, WR055, and WR065) and the English Basic Skills courses (WR016/WR017).
- To train the language minority students on the use of the Internet to improve their language skills, especially in reading and writing.
- To track the outcomes of the project through statistical analyses of student progress.

The language minority crossover population presents a challenge to many institutions in New Jersey. This project may be replicated in other institutions because of the comprehensiveness of the approach.

4. PLAN OF OPERATION

There are five components in the Plan of Operation:

1. Identification, testing, and placement
2. Orientation and the Dissemination of Information
3. The English Language Resource Center: Supplemental Instructional Support
4. Course Development and customization.
5. Tracking

4.1 IDENTIFICATION, TESTING, AND PLACEMENT

Students wishing to enter Bergen Community College must take a placement test to ascertain their skill level. American-born students and international students who have been in the United States for more than eight years take the New Jersey Basic Skills Test. Students who have attended three or more years of American high school also take the NJBST. These students are placed in either Remedial English (Basic Skills courses) or Composition I. Those in the U.S. for fewer than eight years and those with fewer than three years of American high school take the CELT test and may be placed in the American Language Program.

It is precisely those international students who have attended American high schools, regardless of the number of years, who represent the target population for the project.

The problem with the testing process as it relates to the target population is that many students are placed in remedial English courses or lower level American Language courses because of deficiencies in writing, reading, and grammar. At the same time, however, as a result of their extensive exposure to Americans and spoken English in high school, they may have strong speaking and listening skills, although this is not always the case.

The project activities related to testing and placement involve an initial screening to identify potential candidates for the test and the administration of a computerized placement test by Accuplacer. This test includes an additional testing instrument, the Levels of English Proficiency (LOEP) test, which is activated during the testing session when students answer predetermined reading and grammar questions incorrectly. The results will indicate whether placement in Basic Skills courses or American Language courses is more appropriate. The cost for this test is $3.00 per student for the LOEP). It is estimated that 300 students will take this test in each of the two academic years for the project, for a total of $900.00 for the testing instrument.

Thus, the phases are as follows:

1) Basic Skills / CELT Test
2) Analysis of the Basic Skills Result for ESL students
3) Retest of these students using the LOEP test or another testing instrument
4) Replacement

4.1.1 The Testing Lab

The College has designated Computer Lab L128 for use as a testing center. For the purposes of the project, the Center will be equipped with modular dividers to provide twenty workstations so

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that students may take the LOEP test on computer for immediate scoring. Other testing instruments for the target population will be piloted in the Testing Center. Currently, the room is equipped with twenty computers set up as a classroom. Part of the first component of the project is the design and arrangement of a computerized testing facility. This includes the purchase of dividers to separate workstations, computer tables, and chairs. In this component faculty will also analyze other testing instruments and placement formulae, and study the correlation between initial placement, progress through the program, and student success.

4.2 ORIENTATION AND DISSEMINATION OF INFORMATION

A special orientation session would be scheduled for the target population in order to explain the educational path and options before them. The purpose of the orientation is to create a comfortable and non-threatening situation for incoming international students and to prepare them to take the placement test as a preliminary to registration.

The orientation component will consist of the following segments:

- The translation of the essential material on the program, testing, and the registration process.
- Advertising the program to area newspapers, including ones read in other languages by the target population and their families.
- Planning, scripting, videotaping, and recording an informative sixty minute orientation.
- Planning a tour of Bergen Community College's special facilities for language minority students (the Computer Lab, the Internet Lab, the English Language Resource Center).
- The preparation of a computer-based orientation for international students. This version will be made available on the homepage of Bergen Community College on the Internet.

4.2.1 Translation of Information Material

The first part of the orientation component involves the translation of the American Language Brochure, the Counseling summary, a one-page information sheet on the CELT and NJBST into the key languages represented by the target population of language minority students: Korean, Spanish, Japanese, Polish, and Russian. These materials will then be printed and mailed to prospective students in the target population who have expressed interest in the school. This is especially important because since these students are recent high school graduates, they usually live with their parents or other close relatives who do not speak or read English. The materials prepared in their native language will thus be a powerful tool in helping them to understand the program and the services available to them at Bergen.

4.2.2 Preparation of an Advertisement in English and other Languages

The second part of the orientation component is the preparation of an advertisement in English and Korean, Spanish, Japanese, Polish, and Russian for insertion in newspapers in Bergen County. The advertisement would have two objectives: a) to advise the community of the specific orientation program; and b) to inform language minority students of the American Language Program at Bergen. There would be a return form to request further information and to register for the orientation.

4.2.3 Planning, Scripting, Videotaping, and Recording the Orientation

A sixty-minute orientation will be planned and scripted, through involvement of the American Language Program Coordinator, the level coordinators, the Speech coordinators, international student counselors, the Director of Registration, the Director of Testing, the Director of Financial Aid, and representatives from the International Club. The orientation will focus on disseminating information on the levels of the American Language Program, the specific courses offered, the path to College-level courses, and the facilities and services available to language minority students. The planning, coordination, and scripting of the orientation will be done during the Fall 1998 semester, and implemented in January 1999 for the Spring 1999 semester. The first orientation session to be held in January 1999 will be videotaped and recorded. Students will be provided with College folders and information materials. The video and audio tapes will be copied and distributed in the following manner: copies in the Bergen Community College library, counseling office, registration office, the office of the American Language Program Coordinator, and additional copies to be sent to the municipal libraries of communities with large language minority populations (Hackensack, Fort Lee, Palisades Park, Wallington, etc.)

4.3 THE ENGLISH LANGUAGE RESOURCE CENTER: SUPPLEMENTAL INSTRUCTIONAL SUPPORT

The English Language Resource Center (ELRC) provides supplemental instructional support in English to language minority students. The project would devise and implement a support program for the target population based on the experience gained through the successful implementation of similar services during the Vocational-Educational Grant. The services include individualized support in the following areas:

- Language Skill Assessment (Faculty)
- Stipulation of a study plan based on specific needs indicated by the assessment (Faculty)
- Consulting with faculty on student progress (Faculty and Professional Tutors)
- Tutoring and Mentoring (Peer Tutors and Professional Tutors)
- Monitoring progress (Faculty and Professional Tutors)

For the purposes of the project there shall be a distinction made between a professional tutor and peer tutors. *Professional tutors* are project personnel trained by faculty and the ELRC supervisor for the project to implement an individualized plan of study for language minority crossover students. They will essentially mentor the students throughout their participation in the ELRC. They will do the main tutoring and will work with peer tutors. Professional tutors will have the following responsibilities: liaison with faculty to monitor student progress, oversight and training of the tutors, and working closely with the students to make sure that the study plan devised by the faculty member and the student is implemented and followed. The ratio of professional tutors to the target population will be 1:15. Thus, based on a total of 75 students per semester, 5 professional tutors will be required each semester. A *peer tutor* is a student who is registered in American Language or college-level courses and is paid by the College Tutoring Center budget, for a maximum of 18 hours per week. The ratio of peer tutors to the target population will be 1:10. Thus, 8 peer tutors will be required each semester.

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4.3.1 Language Skill Assessment

A thirty-minute interview between the student and a faculty member will be used to assess individual language skills and areas which require attention. This interview will consist of an oral segment, an analysis of reading and writing ability, as well as a discussion of the student's academic plans and goals. The interview will be standardized. Preparation of the standard language skill assessment will be a fundamental part of the project, but it will be based on procedures and materials already in use and tailored for this population.

4.3.2 Stipulation of a study plan based on specific needs determined by the assessment

A study plan will be composed by the faculty member and the student to address specific needs. In collaboration with the professional tutor, the student will schedule tutoring times during the week and a program to be followed. The study plan tailored to the students' individual needs will direct them to utilize resources available in the ELRC: computer-assisted instruction in language skills, video tape programs in study skills development and note taking, as well as peer tutoring. The frequency and schedule of visits to the ELRC will be set up in the study plan.

4.3.3 Consulting with faculty on Student Performance and Monitoring Progress

Faculty members working with professional tutors will consult with professors who have the target population students in their classes. A written instrument will be prepared to allow faculty members to write their comments about student progress, accompanied, if needed, by personal discussions with the professor. Students will therefore receive constant feedback about their work. Student progress will be monitored by the faculty member by consulting with the professional tutor and the student. Progress assessment will be made once per month. If necessary, the study plan, tutoring direction, and tutoring hours will be adjusted according to the changing needs of the student.

At specific intervals throughout the semester, the faculty member will review the records kept by the professional tutor and peer tutors of work accomplished by the student. Conferences will be held to evaluate the instructional plan and to discuss changes if needed.

ELRC personnel will notify student's instructors regarding the progress and consult with them if necessary regarding specific ways to help the student. The ELRC personnel will collaborate with instructors in the EBS and WR065 course to determine ways to best support strengthening of language skills for college success.

4.3.4 Tutoring and Mentoring

The language minority students chosen to participate in the project will meet on a regular basis with professional and peer tutors for learning enrichment. Uusing a tutor:student ratio of 1:8, the implementation of the would enable the Center to remain open 53 hours per week (35 currently, with the addition of 18 hours for the half-time supervisor).

4.3.5 Supervisory Personnel

An important component in the project is to hire another supervisor for the English Language Resource Center. Currently, there is one supervisor paid by the College with a thirty-five hour weekly schedule. An additional half-time supervisor would enable the Center to remain open

evening and weekend hours. The Project supervisor would work directly with the faculty, professional tutors, and peer tutors in managing the services offered by the ELRC. The half-time ELRC supervisor would work closely with the Grant Co-Directors on all aspects of this component of the project. The Project Supervisor is a part-time project employee who will be part of the expanded use of the ELRC. To accommodate the project, it will be necessary to expand hours of operation of the center and to provide supervision during the extra hours.

The full-time ELRC Supervisor, a college employee, working with the Project Supervisor and the Co-Directors, will coordinate the integration of the activities of the grant project within the normal operations of the ELRC. The two supervisors will determine operating schedules and space allocation. They will establish a system for recording student participation in activities of the ELRC, making it possible to monitor student progress. This includes utilizing the existing ELRC data base for record keeping. The two supervisors will be responsible for managing instructional resources, including integrating new software into the computer system design.

4.4 COURSE DEVELOPMENT AND CUSTOMIZATION

A review of English Basic Skills (EBS) curriculum and instruction will be conducted in order to determine ways to adapt the existing courses to the needs of the target population. Information will be gathered from EBS instructors regarding the specific instructional needs of these students and the difficulties instructors have been encountering in the classroom.

In conjunction with the English Basic Skills Coordinator, pedagogical strategies will be devised for use in particular sections of WR016-17 or WR023-24 designated for the target population of language minority students. Special materials for teaching reading, writing, and study skills will be obtained, adapted, and/or prepared.

After the analysis of the curriculum and the implementation of revised methods and materials, training sessions will be arranged for EBS instructors. Focus will be paid to those instructors assigned to these specially-designated sections, but training of all those teaching in the EBS is also envisioned through a more general workshop and presentation. Throughout the semester, consultations with the instructors of the EBS course designated for the language minority students will be held to support the implementation of the new instructional design.

A new syllabus will also be designed for WRO45, WR055, and most importantly WR065 (the directed studies class at the highest level) to accommodate language minority students taking credit courses but still requiring support in reading, writing, and study skills. The syllabus will include content-based language learning activities in subjects in general ed courses.

4.5 TRACKING

The data collection and analysis component will provide educational and linguistic profiles of the target population, interview results, and their academic progress by tracking them as they proceed through their academic path.

Part of the tracking segment of the project is to compare two groups of students: the target population of the project, the language minority students who choose to take full advantage of the services and academic enrichment provided against those who do not. The grades in the specific language courses will be analyzed and compared, and the grades earned in other courses will also be examined.

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